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ABSTRACT

This report details findings of the eighth annual (2003-2004) national survey of the attitudes and plans of American adolescents. Participating in the telephone survey was a nationally representative sample of 1,003 students aged 13 to 18, in ninth through twelfth grade. The report summarizes findings "at a glance" and discusses findings under the following broad headings: (1) "Schools Little Better, but Students Are"; (2) "Students Show Optimism, Action"; (3) "Students Are Tech, Media Savvy"; and (4) "Social Pressures Are Still Strong"; and (5) "Families Remain at the Forefront of Students' Lives". Among the key findings, the report notes that the grade high school students give their school rose only slightly to a C+; students rate their school higher, however, for individual elements of their education, and report receiving higher grades on their own report cards. Refusing to let negative events dishearten their world perspective, fully three-quarters of students say that their outlook for the future is hopeful and optimistic. While students are more likely to turn to televisions or computers to learn about world events than to traditional news sources or other people, they express more skepticism about media messages. Students continue to deal well not only with grand-scale world events, but also with the pressures they face in their immediate spheres, including financial and grade pressures. For the most part, students report having remarkably positive relationships with their family. In terms of planning their futures and choosing careers, however, students say that their greatest influence is their own experience. Nearly nine in ten students say that attending college is either critical or very important to being successful in life. Students nearly unanimously believe that personal satisfaction and personal relationships define success. The report includes data tables. (HTH)

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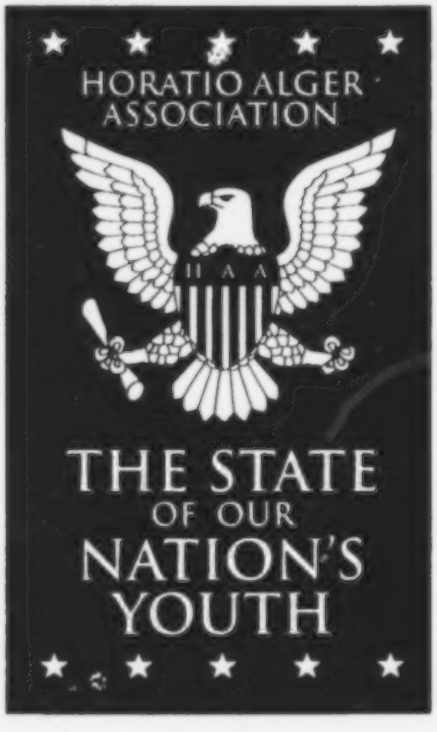
STATE OF OUR NATION'S YOUTH

2003-2004



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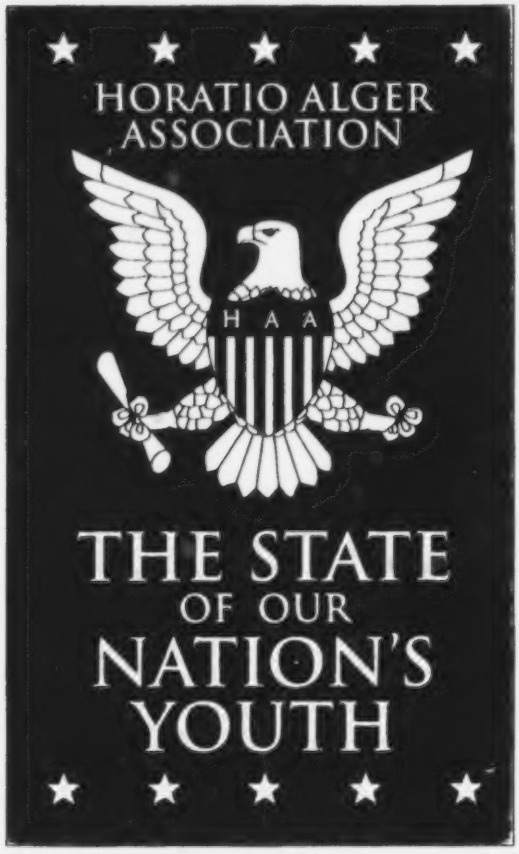

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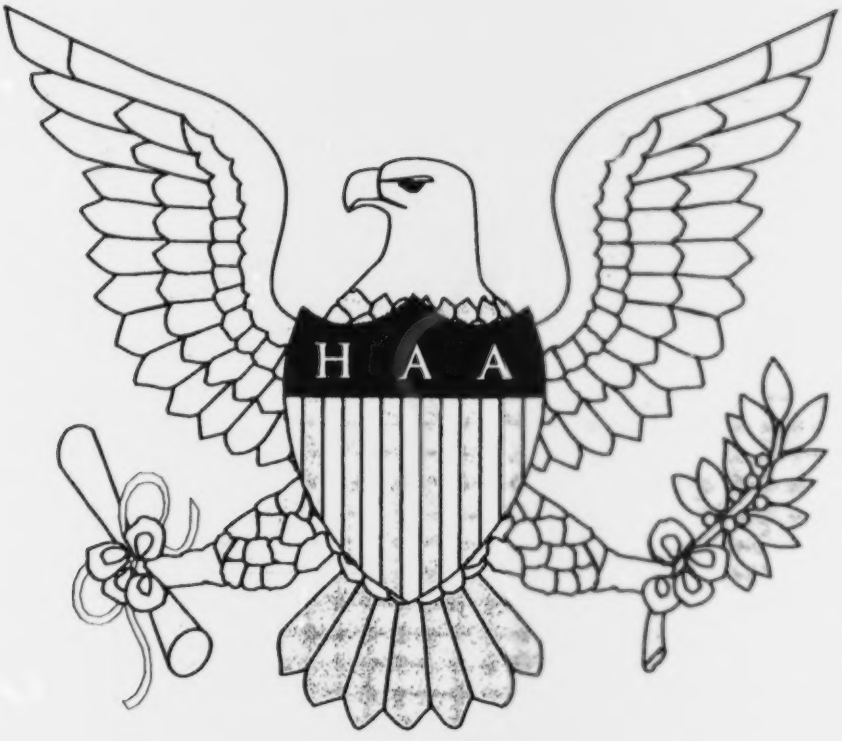
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The State of Our Nation's Youth is an annual effort to give voice to the issues, opinions and thoughts of our nation's young people. In the undertaking of this important task, the Horatio Alger Association of Distinguished Americans is honored to have partners who share with the Association a dedication to focusing the attention of our country on the opinions, concerns, hopes and dreams of America's young people.

The Association is grateful to its Board of Directors and all the membership of the Horatio Alger Association of Distinguished Americans for their committed support of this effort. A special note of appreciation is extended to Ambassador & Mrs. George L. Argyros, Mr. & Mrs. Terry Giles, Mr. & Mrs. H. Wayne Huizenga, Mr. & Mrs. Richard L. Knowlton, Mr. & Mrs. James R. Moffett, Mr. & Mrs. Joseph Neubauer, Mr. & Mrs. Walter Scott, Jr., Mr. & Mrs. Dennis Washington and Mr. & Mrs. Anthony Welters.

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INTRODUCTION

The Horatio Alger Association of Distinguished Americans Inc. is proud to present the results of the 2003-2004 State of Our Nation's Youth survey. Since 1996 the Association has conducted a survey of young people between the ages of 13 and 19 to ascertain the issues and feelings of American youth. The Horatio Alger Association is pleased to present the findings of the survey to educators and the community at large.

In 1947 Dr. Norman Vincent Peele and Dr. Kenneth Beebe founded the Horatio Alger Association to recognize and celebrate Americans who overcome adversity to achieve success through hard work and persistence. The Association continues that great work by presenting the Horatio Alger Award each year to Americans who have risen from humble beginnings to achieve success through our nation's free enterprise system and serve as role models to young people across the country. Through the generosity of the Association's membership, the Horatio Alger Association awards over $4 million annually in need based college scholarships nationally to high school seniors. These students, like the membership of the Horatio Alger Association, have overcome some of life's most difficult challenges.

The State of Our Nation's Youth report was created by the Association to give voice and attention to the opinions, concerns, thoughts and aspirations to the young people of the United States. The report offers valuable insight into the lives of teens across the country and what effect our nation's government, culture and their own relationships have on their lives. The Association is pleased to work with the firm of Peter D. Hart Research Associates, Inc., in conducting this year's back-to-school survey. With their assistance, the 2003-2004 State of Our Nation's Youth report incorporates responses from youth balanced to reflect the gender, geographic, ethnic and socio-economic make up of the United States.

America's young people reveal in this report the excitement and expectation with which they approach their adulthood. The survey findings, while overall positive, present issues that will be of concern to parents, educators and members of the community and may provide a starting point for conversations between teens and the adults in their lives. The greater understanding of the lives of our nation's young people the more poised the nation can be to support America's most valuable resource, its young people.

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At A Glance

Schools Little Better, But Students Are

	A's	B's	C's	D's/ F's
Students grade their school:				
Overall	21%	56%	19%	4%
Math and science	43%	43%	11%	3%
Arts and music	39%	35%	17%	5%
Sports and recreation	54%	31%	10%	3%
History and culture	33%	47%	16%	3%
Computers and technology	33%	44%	16%	5%
Students report their grades	32%	42%	23%	3%

	1-5	6-10	11-15	16+
Hours per week on homework	52%	33%	9%	5%

	Very	Some-what	Not That	Not At All
Students' involvement in their school	36%	44%	13%	7%

Students Show Optimism, Action

	Percentage Of Students
Feel hopeful and optimistic about future	75%
Feel worried and pessimistic about future	21%

	Percentage Of Students
Support the war in Iraq	58%
Oppose the war in Iraq	18%
No opinion	22%

	Total Volunteer	At Least Once A Week	A Few Times/Once A Month	Less Than Once A Month
Community service	70%	27%	34%	9%

STUDENTS ARE TECH, MEDIA SAVVY

	Total Own Item	Have Item For Myself	Share Item With My Family	Do Not Own Item
Television	100%	58%	42%	-
Computer	97%	32%	65%	3%
DVD player	84%	29%	55%	16%
Video game system	79%	39%	40%	21%
Cell phone	70%	45%	25%	30%
MP3 player	29%	18%	11%	71%

	Positive	No Effect	Negative	Not Sure
Effect of media on values and morals	12%	34%	49%	5%

	Percentage Of Students
Want to learn more about other cultures	76%
Already know enough	12%
Doesn't really matter	11%

Social Pressures Are Still Strong

	Major Problem	Minor Problem
Pressure to get good grades	42%	38%
Pressure to look a certain way	16%	37%
Family pressures	15%	38%
Financial pressure	12%	40%
Loneliness or feeling left out	9%	28%
Pressure to do drugs or drink	8%	27%
Pressure to have sex	7%	24%

	Percentage Of Students Who Say At Least Half Of Those They Know Engage In Activity
Are sexually active	53%
Cheat on tests	50%
Smoke cigarettes	42%
Do drugs such as marijuana	40%
Have a tattoo	11%

Families Remain At The Forefront Of Students' Lives

	Mother	Father	Single Parent	Neither
Students live with:	94%	80%	17%	2%

	Extremely Well	Very Well	Just Okay	Not Very Well At All
Students get along with their parents:	27%	47%	23%	3%

	Family	Friend	Entertainer	Teacher
Students identify role models:	44%	10%	10%	10%

LOOKING AHEAD

	Critical	Very Important	Somewhat Important	Not At All Important
Importance of college for success	40%	48%	11%	1%

	Four-Year	Two-Year	Other Type	No Plans To Attend
Plans for college	80%	6%	8%	3%

	A Lot/A Fair Amount Of Interest As A Career
Technology	49%
Business	47%
Medical	41%
Entertainment	34%
Teaching	33%
Media or journalism	27%
Government or public service	24%
Military service	21%

	Very Important For Success
Feeling personally satisfied	90%
Having close family relationships	81%
Having a close group of friends	69%
Active religious or spiritual life	50%
Making a contribution to society	48%
Making a lot of money	32%
Being famous and respected	23%
Being attractive and popular	8%

OVERVIEW

An old adage says that children are better able than adults to adapt to change and overcome challenges. High school students may no longer be children, but they still display a remarkable resiliency. The 2002-2003 academic year brought little relief for students already weary from terrorist attacks and negative news stories the year before. Nevertheless, even more so this year than last, today's high school students are showing that they can cope effectively with whatever the world throws their way.

It is important to note that these young adults are dealing with the problems of the world not by ignoring them, but by taking active steps to improve their own fortunes and the future of the world.

In 2003, young Americans again are focusing their attention on the world around them. High school students remain engaged in their studies and their school. They look forward to adulthood with optimism and are committed to creating a better world for all. These students are technology savvy and experienced consumers of all types of media. Although social pressures remain strong, they are standing their ground. Their families continue to play influential roles in their lives, and they are making plans for college and careers.

SCHOOLS LITTLE BETTER, BUT STUDENTS ARE

Two years after legislation was passed seeking to revive the nation's schools and improve how they serve today's teens, America's high school students see little tangible improvement. The grades students assign to their school rose this year to a 2.9 GPA, or a C+ average. This is only a slight improvement over 2001 and 2002, when students awarded their school a 2.7 GPA, or a lower C average.

Students rate their school higher, however, for individual elements of their education, such as sports, math and science, arts and music, history and culture, and computers. In these specific cases, students give their school grades ranging from A- to solid A averages. Students also continue to rate their school extremely high in terms of the level of personal support they

receive. Large majorities of students say that they can talk to someone at their school about problems, and that most of their teachers and administrators care about their success.

Although students do not rate their school much higher this year compared with the past two years, they do report receiving higher grades on their own report cards. One-third of students say that they receive mostly As on their report cards, and an additional third say that they receive mostly As and Bs. This puts nearly two in three young adults on their school's honor roll.

A marked increase in the number of hours that students say they spend on homework each week supports the reported improvement in their grades. Nearly half of all high school students confirm that they spend six hours a week or more on their homework. This year's student body also reports higher overall involvement with their school and in extracurricular activities. Four in five high school students say that they are very or fairly involved with their school.

Students Show Optimism, Action

This year's survey findings offer compelling evidence that students refuse to let negative events dishearten their world perspective. Fully three-quarters of students say that their outlook for the future is hopeful and optimistic, whereas just one in five say that they look ahead with worry and pessimism.

A strong majority of students support the war in Iraq, and more of them believe that the war has increased America's world standing than believe America's standing has decreased because of it. In addition, fewer students this year think that America will need to institute a military draft sometime in their lifetime.

Students' optimism about the future and support for the war is apparent in their confidence in the country's institutions. About half of high school students say that they have a great deal or a fair amount of confidence in the federal government and in Congress, compared with about one in three adults who say the same. Students and adults agree, however, on their confidence in the military, with eight in ten in each group saying that they have a great deal or quite a bit of confidence in the military.

In this case, students are backing their optimism for the future with actions. More than half agree with rules that require them to complete community service hours for graduation, and seven in ten report doing some form of volunteer work. In fact, about three in ten students say that they volunteer at least once a week and about one-third say that do so at least once a month. This willingness to give of themselves for their communities is an expression of their optimism and their commitment to improving the world.

STUDENTS ARE TECH, MEDIA SAVVY

Today's students are confronted by an intense barrage of technology and media messages on a daily basis. The findings of this year's *State of Our Nation's Youth* survey reveal that students are reacting with an equal degree of intensity. The data show that students own and use devices such as cell phones, video game systems, DVD players, and computers in extremely high proportions. Many students report that not only is such a device in their home, but in fact they own one for themselves in addition to one shared with their family.

Students use some of these devices to satisfy their appetite for international news and information. Three-quarters of students say that they would like to learn more about world events and other cultures and more than one in four say that they have turned to a foreign news source at some point to access that kind of information.

This generation of high school students is more likely to turn to its televisions or computers to learn about current events than to turn to traditional news sources or other people.

Despite their high levels of ownership and use of media devices, students express more skepticism about media messages. In this year's survey, nearly half of students say that the media have a negative influence on young people's values and morals. Students also express little confidence in the media as an institution. Two in five students say that they have just some confidence in the media, an extremely low figure considering the high confidence they express in government institutions.

Social Pressures Are Still Strong

High school students continue to deal well not only with grand-scale world events, but also with the pressures they face in their immediate spheres. Again this year, students report feeling pressure about their grades and the proportion who feel this pressure is rising. Two in five students say that the pressure to get good grades creates a major problem for them—an increase of 16 points in the past two years.

Many students also say that financial pressures, pressure to look a certain way, pressure to do drugs, pressure to engage in sex, and loneliness create problems for them. It is interesting to note that across the board, students who say that they do not get along with their parents say that these pressures create more problems for them.

This year's survey asks students to estimate the proportion of students whom they know are engaging in a range of activities. The survey finds that two in five students say that at least half the students they know do drugs such as marijuana or smoke cigarettes. A majority of students say that at least half the students they know are sexually active. A majority also says that at least half the students they know cheat on tests.

Students who get grades of C or below and students who are not involved with their school are far more likely to say that the students they know at school are engaging in these types of activities.

Families Remain At The Forefront Of Students' Lives

Teachers, friends, and especially family members help young adults deal with all the pressures they face as high school students. This year's survey finds that students' families are stronger than ever, albeit more diverse. Many students report living in homes with extended family, such as grandparents, aunts, uncles, and cousins. Fewer students have a father in their home than have a mother. In fact, nearly one in five students live in single-parent homes and a few report living in a home headed by someone other than a parent.

This year's *State of Our Nation's Youth* survey findings offer compelling proof refuting the traditional belief that high school students do not get along well with their parents. When asked to pick one or two areas of their life in which they would like to spend more time, half of students say they would like to spend more time with their family. Fully three-quarters of students say that they get along with their parents either extremely or very well. Not surprisingly, students who get along well with their family also get better report card grades and are more involved with their school.

When students and parents argue, they draw their battle lines on familiar grounds. The biggest bones of contention between students and their parents are having to clean their rooms and rules that they feel are too strict. Fewer students say that they fight with their parents over grades, spending habits, friends, future plans, and their appearance.

For the most part, however, students report having remarkably positive relationships with their family. Indeed, when asked to choose just one person to whom they look to as a role model, more than two in five students choose a family member. Mothers are the most common familial role model, followed closely by fathers.

LOOKING AHEAD

Throughout the survey, students report being influenced by their family and their friends. In terms of planning their futures and choosing careers, however, students say that their greatest influence is their own experience. Half of all students say that their own experiences serve as their guide when plotting their futures.

Whatever their influences, students clearly feel that attending college is important to their success. Nearly nine in ten students say that attending college is either critical or very important to being successful in life. Indeed, nearly all students say that they are planning to pursue some form of higher education. For most, this means attending a traditional four-year college or university. Fewer students say that they are planning for an alternative form of higher education this year, but these types of schools still are clearly viable options for many students.

Students are interested in a broad range of careers. They are most interested in technology careers, with business and medical careers following closely. In keeping with the volunteer experience, fewer, but still significant proportions, of students express interest in community service careers such as teaching, government service, and the military.

Whatever path students plan to take, they agree on their benchmarks for success. Students nearly unanimously believe that personal satisfaction and personal relationships define success. Majorities of them also say that having an active religious and spiritual life and contributing to society are very important elements of success. Far fewer students say that making money and being popular matter in their definitions of success.

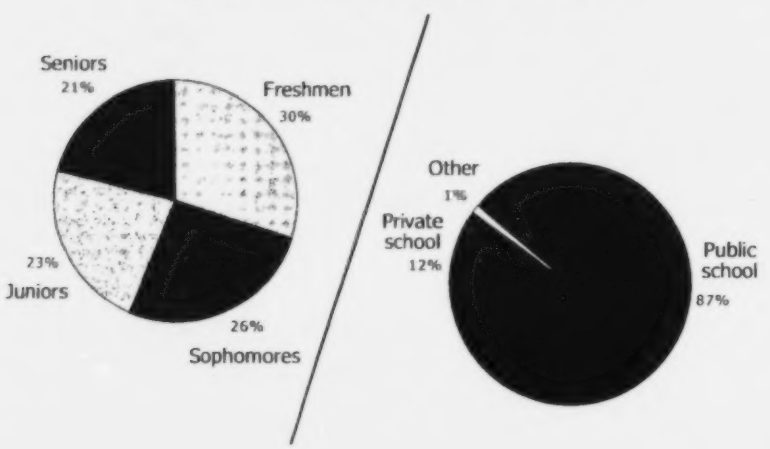
A Portrait of America's Youth

America's high schools once again reveal themselves as a microcosm of the country as a whole. The 2003 *State of Our Nation's Youth* survey findings show that today's high school students vary in their backgrounds, experiences, and plans for the future. Nothing emerges from the survey findings that allows for a broad definition of today's students. Their diversity is their defining attribute.

The *State of Our Nation's Youth* survey reaches teenagers age 13 to 19. The largest proportion of high school students are age 15 (27%) or 16 (26%). Fitting official government estimates of the high school population, more student respondents are freshmen than are seniors. Freshmen make up 30% of today's high school students, sophomores 26%, juniors 23%, and seniors 21%. The tilt toward the younger grades is attributable to dropout rates and early graduation.

Most students attend public high schools (87%), and most of those looking for an alternative to public schools turn to private schools (12%). Most students who attend a private school attend religious private schools. Urbanites are most likely to attend a private school (17%). Just 1% of this year's students say that they attend a private school without a religious affiliation.

Snapshot Of American High School Students



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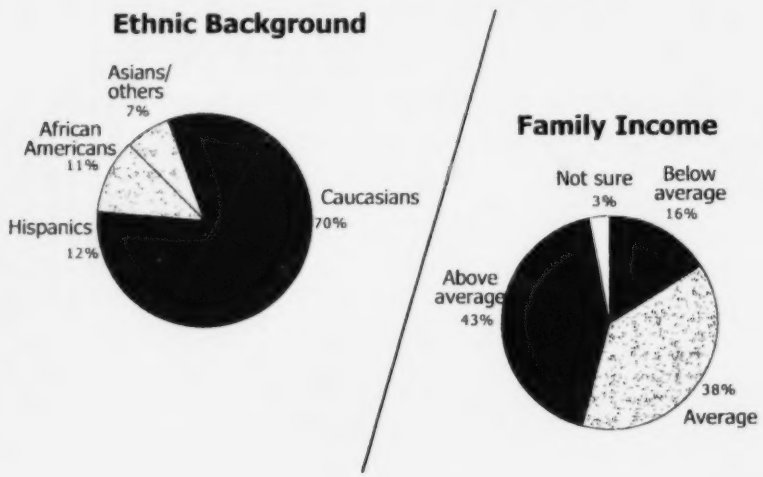
More than three-quarters (78%) of this year's students come from a family in which at least one parent attended college. Nearly half (47%) of students say that both their parents attended at least some college.

The distribution of students according to the type of area in which they live matches that of adults in the United States. The largest proportion of students report living in a suburb (33%), followed closely by students living in cities (27%) and small towns (26%). Slightly more than one in ten (13%) students say that they live in a rural or farming area.

Because many high school students do not know their household's exact annual income, the *State of Our Nation's Youth* survey asks them to compare their own family's income to the average American income. Nearly all students believe that their families are in the middle, with a leaning toward upper incomes. Thirty-eight percent of students say that their family's income is just about average, 39% believe that their family's income is slightly above average, and 15% would place it slightly below average. Very few students think that their family's income is far below (1%) or far above (4%) average.

A Portrait Of Diversity



In keeping with national trends, students report coming from increasingly diverse racial and ethnic backgrounds. Seven in ten American high school students are Caucasian, but the remaining 30% identify with some other racial or ethnic group. The United States Census Bureau recently reported that Hispanics are outpacing African Americans in this country, and indeed, within the *State of Our Nation's Youth* survey, 12% of students are Hispanic and 11% are African American. Three percent of students identify themselves as Asian, and an additional 3% identify themselves with some other racial or ethnic group.

FINDINGS

Last year's *State of Our Nation's Youth* report began by declaring that the 2001-2002 academic year was among the roughest on record for America's high school students. Students faced terrorist attacks, a loss of faith in trusted American institutions, and a decline in the stock market. The 2002-2003 academic year provided little relief for students. They faced a war in Iraq and continuing institutional scandals, on top of the normal pressures that confront students of any generation. It would be reasonable to expect this year's student body to have grown weary of the negative headlines and to have lost at least some faith in their future prospects. This is not the story that this year's data tell, however.

SCHOOLS LITTLE BETTER, BUT STUDENTS ARE

Since 2001, the first year that Hart Research conducted the *State of Our Nation's Youth* survey for the Horatio Alger Association, much has changed in America's education landscape. Two years ago, legislation was passed in an attempt to raise the standards of the nation's schools. Students report, however, that so far these efforts have delivered little improvement in school quality. In 2001 and 2002, students gave their school an average of 2.7, or a C average. In 2003, students award their school a 2.9, or a C+ average, though this certainly is a step in the right direction, the change is slight. About one in five students rate their school as an A in 2003 and a majority (56%) give it a B. Pulling the average down, however, are the 23% of students who rate their school as a C or lower.

Schools Only Slightly Improved

Schools' Report Card

	May 2003	May 2002	May 2001
A	21%	17%	20%
B	56%	51%	48%
C	19%	22%	22%
D	2%	6%	6%
F	2%	3%	4%
GPA	2.9	2.7	2.7

Students give their school better grades on particular elements of their education. They give their school the highest grades for the quality of sports and recreation offered; students give their school a 3.4 average, or a solid B, for their gym classes and after-school sports programs. Students also give their school high ratings on the quality of math and science classes. Despite reports about America lagging behind the rest of the world in math and science education, students give their school a 3.3 average, or again, a B. Only slightly lower in students' estimation are arts and music classes (3.1 average), history and culture classes (3.1), and computer and technology classes (3.0).

Better Marks For Elements Of Education

Schools' Report Card In Subject Areas

	GPA	A	B	C	D	F
Sports/recreation	3.4	54%	31%	10%	2%	1%
Math/science	3.3	43%	43%	11%	2%	1%
Arts/music	3.1	39%	35%	17%	3%	2%
History/culture	3.1	33%	47%	16%	2%	1%
Computers/technology	3.0	33%	44%	16%	3%	2%

Private school students (3.1 average) give their school just a slightly better grade overall than do public school students (2.9), but when asked to judge their school on specific elements, both types of students report advantages. Public school students grade their school's sports and recreation, art and music, and computer programs higher than do private school students. Private school students, however, grade their math and science, and history and culture classes higher than do public school students.

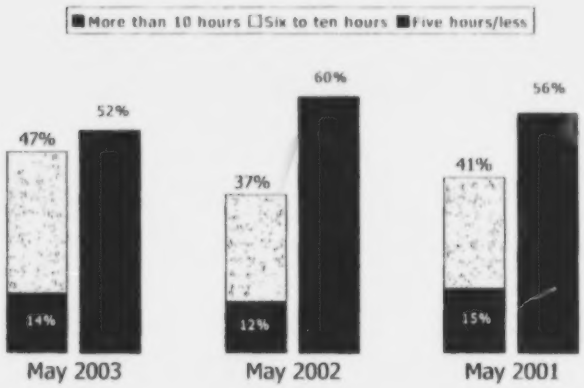
The level of support that students say they receive at school has not changed this year; support remains extremely high. While students may not be grading their school much higher, they describe an environment that does extremely well at supporting them emotionally. Nine in ten students say that at least one teacher or administrator cares about their success (91%), that they can talk to at least one teacher or administrator about school problems (90%), and that their performance in school is important to most of their teachers and administrators (89%). Only slightly fewer (70%) students say that they can talk to at least one teacher or administrator about personal problems.

Although students hardly rate their school better than they did last year on the overall measure, their own academic performance has improved. In 2002, slightly more than one in five (22%) students said that they received mostly As on their report cards. In 2003, the proportion of students saying

they receive mostly As climbed to one in three (32%). An additional one in three (35%) say that they receive a mix of As and Bs. In other words, two-thirds of American high school students claim a spot for themselves on their school's honor roll. One in five (19%) students say that they receive a mix of Bs and Cs, and 7% say that most of their grades are Cs or lower.

Students Spend More Time On Homework

Hours per week spent doing homework



And Report Better Grades

Students' Report Card

How would you describe your last report card?

	May 2003	May 2002	May 2001
Mostly A's	32%	22%	20%
Mix of A's & B's	35%	35%	33%
Mostly B's	7%	8%	8%
Mix of B's & C's	19%	23%	26%
C's/below	7%	12%	13%

The *State of Our Nation's Youth* survey does not check the veracity of students' reported grades. Thus, it may seem easy to write off this year's increase in As simply as a case of students exaggerating their grades. In 2003, however, students also report an increase in the time they spend on homework, lending credence to the belief that grades actually may be on the rise. Last year, only 37% of students reported spending six or more hours a week on their homework. In 2003, 47% of students report spending six or more hours on their homework, an increase of 10 points. This 47% includes 14% of students who say that they spend more than ten hours each week. Indeed, the students who say that they receive As and Bs on their report card also say that they complete more homework each week than do students who report receiving Cs and below (49% 6 hours or more vs. 39%).

Students do not, however, report making homework more of a priority in their lives. Forty-six percent of students say that homework is a priority for them, while 53% admit that they know they should do more homework but never seem to have the time.

The amount of time students spend completing homework is not, however, consistent across all students. For example, girls report spending more time on homework than do boys. More than half (52%) of girls say that they spend six hours a week or more on their homework, compared with 41% of boys. The amount of homework students do also increases with the grade they are in. While 41% of freshman report doing six or more hours a week, 48% of seniors say the same, a trend that flows through sophomores and juniors as well. African-American students (55% six hours or more) report doing more homework than do Caucasian (45%) and Hispanic (46%) students.

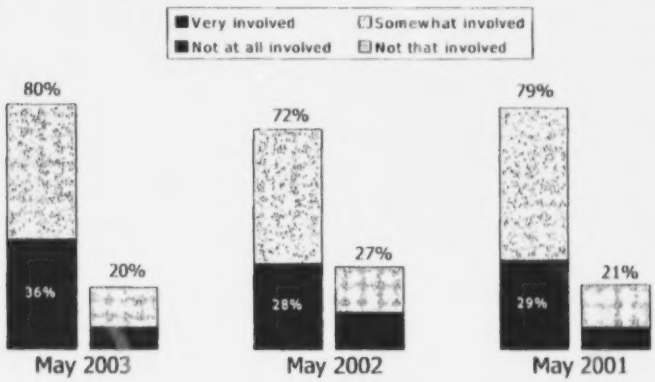
Interestingly, students who report doing community service or being involved with their school say that they do more homework than do students who are not volunteers or involved with their school. In fact, the more often students volunteer and the more involved they are, the more homework they say that they complete each week.

How students choose to spend their free time has little effect on the time they spend on homework. The time spent on homework remains constant regardless of whether students say that they spend their free time with a group of friends (47% six hours or more), just one or two friends or alone (46%), or with their family (46%). When it comes to the family they live with, students living in single-parent homes actually report spending more time on homework than do students living with two parents (53% vs. 45%).

This year, students also report a higher overall level of involvement in their school. Slightly more than one-third (36%) of students report being very involved with their school, compared with 28% in 2002 and 29% in 2001. Forty-four percent of students say that they are somewhat involved in their school, and only 20% say that they are not that involved or not involved at all.

Students Also Are More Involved In Their Schools

Thinking about your activities and the time you spend at school, how involved are you in your school?



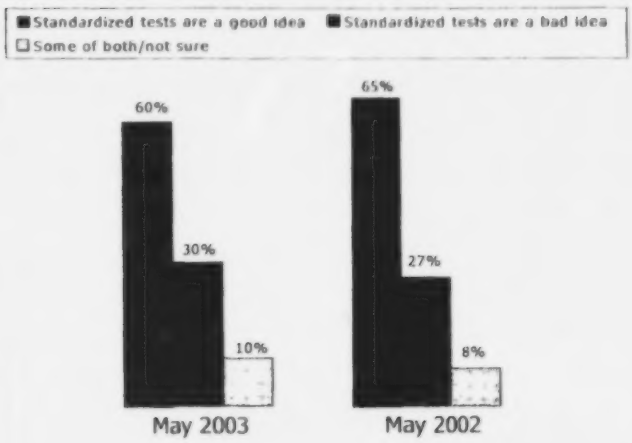
In addition to spending more time on their homework, African-American students also report being more involved with their school than do Caucasians or Hispanics. Eighty-six percent of African-American teenagers say that they are very or fairly involved with their school, compared with 81% of Caucasians and just 70% of Hispanics. Grades clearly are linked to extracurricular activities and school spirit: students who say that they receive As and Bs on their report cards are more involved with their school than are students who say that they receive Cs or below (83% very or fairly involved vs. 71%).

In terms of family relationships, although students in single-parent families do more homework than do students with two parents in their home, students with just one parent at home say that they are less involved in their school (72% very or fairly involved vs. 82%). Further evidence that families make a difference in school involvement comes from the 83% of students who get along very well with their family and say that they are very or fairly involved with their school, compared with the 72% of students who do not get along well with their parents and say the same. Students who choose a family member as a role model also are much more likely to say that they make homework a priority.

The survey findings also show that students who are involved with their school have higher overall opinions of the job that their school does of providing them with a quality education. Eighty-four percent of students who grade their school as an A or a B say that they are very or fairly involved with their school, compared with just 69% of students who give their school a grade of C or lower.

On a policy-related note, support appears to be slipping somewhat among students for standardized testing. Last year, 65% of students said that standardized tests are a good way to measure student progress, 27% said that they are a bad way to measure this, and 5% said that they could see both sides. In 2003, 60% of students say that tests are a good idea, 30% say they are a bad idea, and 8% see both perspectives. Again, this change is slight and may be explained by students' feeling more of the effects of the education-reform package and having to take more standardized tests.

Support Slipping For Standardized Testing



Students in the lower grades are more likely to think that tests are a good way to measure progress. Seven in ten (69%) freshmen and 65% of sophomores feel this way, whereas only 53% of juniors and 50% of seniors agree. It is possible that as students get closer to thinking about college and SATs are looming in their future, more grow weary of the thought of standardized tests. Although there is no difference in opinion between students planning to attend a four-year college and students overall, college-bound juniors and seniors are eight points less likely to feel that standardized tests are a good idea.

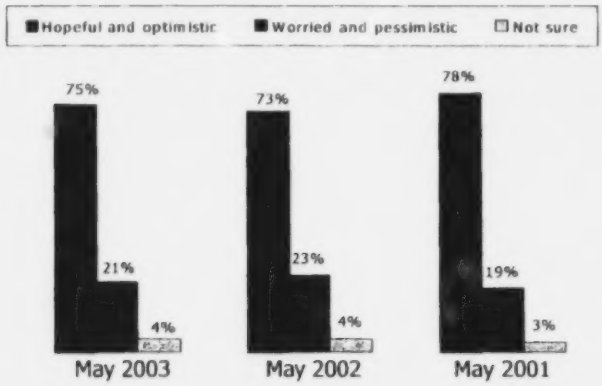
Students Show Optimism, Action

In the past few years, America's high school students have seen change and tragedy on a scale not experienced by American teens for decades. Through it all, they have kept their chins up and retained a positive attitude and outlook for the future. Shortly after the September 11, 2001, terrorist attacks, students were asked whether, when looking toward the future of the country, they felt hopeful and optimistic or worried and pessimistic. At that time, more than three-quarters (78%) of students said that they felt hopeful and optimistic. More than two years later, after more terrorist attacks abroad, troubles with the economy on the home front, and a war with Iraq, three in four (75%) students *still* say that they look toward America's future with

hope and optimism. Just one in five (21%) say they look ahead with worry and pessimism.

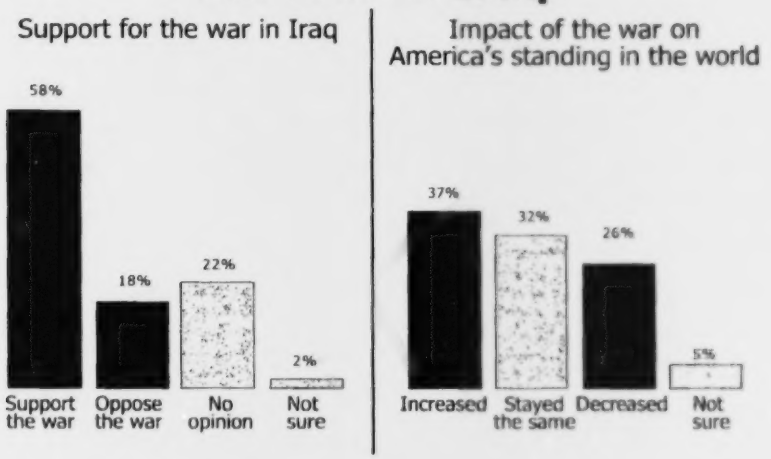
Looking Ahead With Hope And Optimism

In thinking about the future of the country, I am mainly:



Indeed, this year's survey findings show that for the most part, America's teens support the war and the United States' efforts in Iraq. Nearly three in five (58%) students say that they support the war in Iraq, while one in five say that they have no opinion. Fewer than one in five (18%) students say that they oppose U.S. action in Iraq. Many of America's high school students also believe that the Unites States' standing in the world may have improved as a result of actions taken during the war. Thirty-seven percent of students say that America's standing in the world has increased since the war in Iraq began, compared with 26% who say that America's standing has decreased. About one-third of students say that the war probably has not changed America's standing.

Strong Support For The War In Iraq

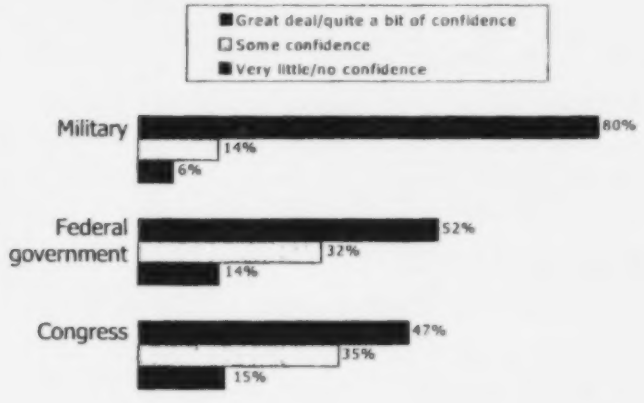


Most students support the war in Iraq and look forward with optimism. Some of this positive attitude may stem from fewer now believing that they will have to fight a war. In 2002, nearly three in five (57%) American high school students believed that a time would come in their lives when young Americans would be required to serve in the military and defend the country. This year, only 45% of high school students feel the same way and a nearly equal proportion (48%) believe that young Americans will not be required to serve in their lifetimes.

Support for the war and optimism about the future, however, are not universal among today's teens. Many of the same students who say that they are worried about America's future also oppose the war. Minority students, particularly African Americans, are far less likely to say that they are optimistic about the country's future. Just 68% of Hispanics and 61% of African Americans say that they look ahead hopefully, compared with 80% of Caucasian students. Just 47% of Hispanics and 27% of African Americans express support for the war in Iraq, compared with 66% of Caucasian students who do so. Hispanic (59%) and African-American (60%) students are much more likely than are Caucasians (41%) to believe that young people will be required to serve in the military during their lifetimes, a belief that may be shaping their pessimism and opposition to the war.

High school students' overall optimism about America's future also manifests itself in the way they look at the country's institutions. In fact, America's high school students are much more likely than are American adults to say that they feel confident about Congress and the federal government. In a survey conducted for NBC News and the *Wall Street Journal* concurrent with the *State of Our Nation's Youth* survey, 34% of adults say that they had a great deal or quite a bit a confidence in the federal government, and just 29% have the same level of confidence in Congress. Comparatively, more than half (52%) of high school students say that they have a great deal or quite a bit of confidence in the federal government, and nearly half (47%) say that they feel confident in Congress. An additional third of students say that they have at least some confidence in the federal government (32%) and Congress (35%).

Students Also Optimistic About Institutions



Adults and students agree, however, on their confidence in the American military. Since at least January 2002 American adults have overwhelmingly expressed confidence in the military. Between December 2000, and May 2003, confidence in the military increased from 63% of American adults saying that they have a great deal or quite a bit of confidence in the military to 80% who say they feel positive toward the military. The jump clearly is attributable to American military action in Afghanistan and Iraq. Although data are not available for high school students before this year, four in five young Americans (80%) currently say that they have a great deal or quite a

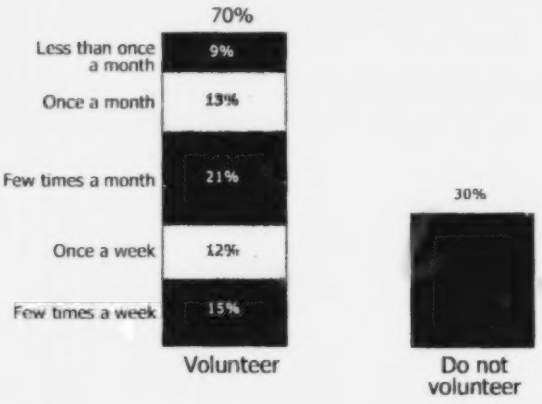
bit of confidence in the military. Only 6% of young Americans say that they have very little or no confidence in the military.

American students also are committed to investing personally in a positive future for the country. As high schools increasingly require community service experience for graduation, more than half of high school students endorse the idea. Fifty-four percent of students say that requiring community service for graduation is a good idea because it guarantees that all students have experience volunteering before they graduate and the community benefits, compared with 45% who say that it is a bad idea because schools should focus on academics and students should be able to choose whether they want to volunteer.

An even higher proportion of students endorse the concept of community service through their own actions. Fully seven in ten (70%) students say that they do community service or some sort of volunteering. Nearly three in ten (27%) students volunteer at least once a week, and an additional 34% volunteer at least once a month.

Community Service: Optimism Into Action

I do community service or volunteer:



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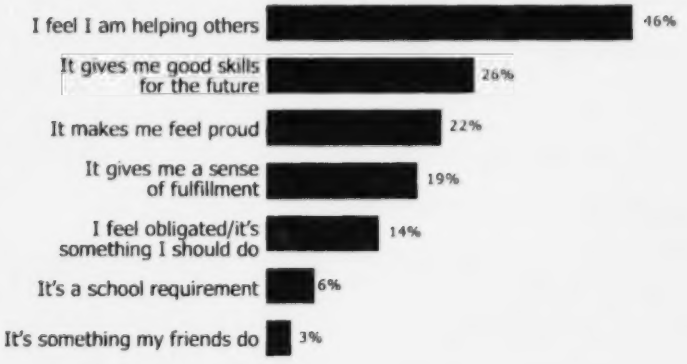
Girls (76%) are more likely than are boys (64%) to volunteer. Also, the higher the grade students are in, the more likely they are to volunteer. Two-thirds (66%) of freshmen volunteer, as do 67% of sophomores, 73% of juniors, and 75% of seniors. This increase may be related to students in the later grades needing to fulfill service requirements for graduation. Private school students (81%, compared with 68% of public school students) and students who spend their free time with their families (77%, compared with 70% who spend their time with a group of friends) also are more likely than average to perform community service.

Students' reasons for volunteering make clear that they do not do it out of obligation. Among students who perform community service, just one in five (20%) say that they do it because they think they should or because it is a school requirement. Nearly half (46%) of volunteers say that they perform community service because it makes them feel that they are helping others. Other reasons cited for volunteering include acquiring good skills for the future (26%), pride (22%), and a sense of fulfillment (19%).

Community Service: For The Right Reasons

I do community service or volunteer because:



It is significant that American students are facing adulthood with optimism in the country's future and faith in its government institutions. It is even more significant that students justify their optimism by making a personal commitment to improve the world around them.

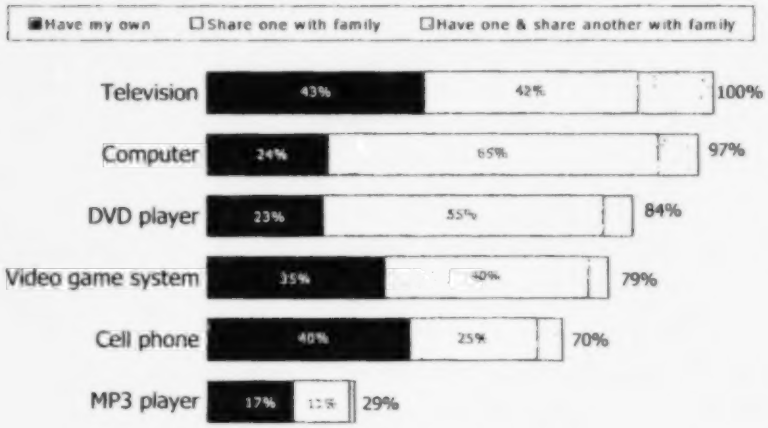
STUDENTS ARE TECH, MEDIA SAVVY

Today's teenagers are coming of age in an unprecedented era of technology and media influence. As students struggle with world events and work to make the world a better place, they reveal a remarkable ability to incorporate technology and media into their lives.

For example, this year's *State of Our Nation's Youth* Survey sought to measure the level of technology owned and used by students and their families. Results show that students own devices such as televisions, cell phones, video game systems, computers, and DVD players in incredibly high numbers. Every student in the survey reports having a television in their home; 58% report having a television that belongs just to them. While that statistic may not be surprising, fully 97% of students also report having a computer in their home. Eighty-four percent have a DVD player in their home, 79% have a video game system, 70% of students have a cell phone, and 29% have an MP3 player.

Students are most likely to share computers with their families. One-third (32%) of high school students report having their own computer, while 65% report sharing one with their family. Similarly, more than half (55%) of students report sharing a DVD player with their family and 29% report having one of their own. Students also say that they share their television (42%), their video game system (40%), and their cell phone (25%) with family.

Technology Ownership High



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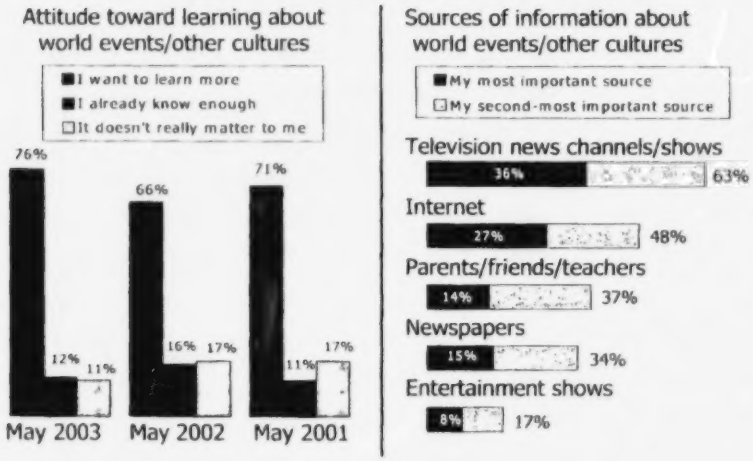
In most cases, higher-income students are only slightly more likely to own these devices than are average or lower-income students. The disparities are greatest with MP3 players, video game systems, and DVD players. Higher-income students are much more likely, however, to say that they own one of these items for their personal use rather than sharing one with their family.

Perhaps students' desire to learn more about the world they live in—specifically other cultures—explains the pervasiveness of at least some of these technologies. After the World Trade Center and Pentagon attacks, students were asked whether they were interested in learning more about world events and other cultures or felt they already knew enough. Interest in learning more has not diminished over the past two years. In November of 2001, 71% of students said that they would like to learn more about the world. In May of 2003, 76% express the same interest. Just 12% of students say they already know enough, and 11% say that it does not really matter.

Students are using their televisions, their computers, and even print newspapers to seek out this advanced knowledge. More than one-quarter of high school students (28%) say that they have turned to a foreign news source to learn about news and current events. These students show that they do not deserve the common criticism that they are preoccupied with their immediate surroundings and that they are interested in what happens beyond their personal spheres.

Students Use Technology To Learn About The World

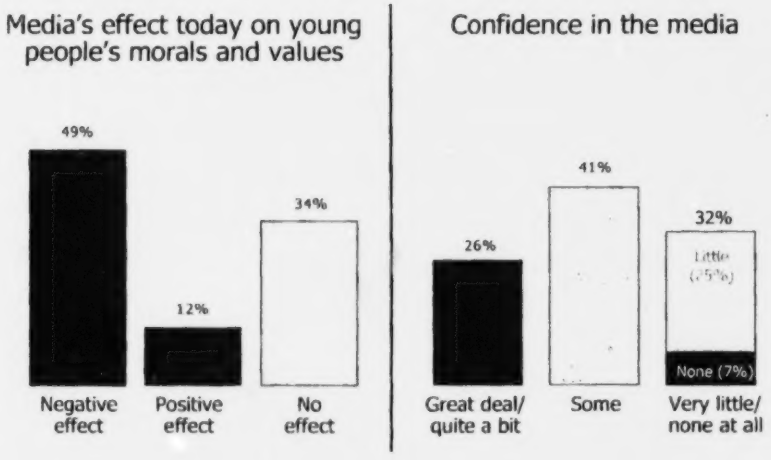


Hispanic students are particularly likely to say that they have searched a foreign-based source for news. This may reflect second language capabilities that allow them to read Spanish-language newspapers and watch Spanish-language television, both of which are increasingly available in the United States.

This year's survey findings offer evidence that in terms of the sources students use to get information about news and current events, they are far more likely to turn to their televisions and their computers than to traditional newspapers or other people. More than one-third (36%) of students say that television news channels or television news shows are their most important source of news and information. More than one-quarter say that they get most of their current information from the Internet. Fifteen percent of students use newspapers as their primary source and 14% use other people such as their parents, friends, or teachers. Interestingly, 8% of students say that most of their news comes from entertainment shows such as late night talk shows or MTV News.

Despite their use of technology and interest in news, students are more likely this year than last to say that media today have a negative effect on young people's morals and values. The proportion of students who say that the media affect young people negatively rose from 42% to 49% over the past year. Only 12% of students say that media affect young people positively, and 34% say that the media have no effect on morals and values.

Students Are Skeptical Of Media



Students who are particularly likely to say that the media have a negative influence on youth include private school students (59%), girls (56%), seniors (56%), students who volunteer frequently (55%), students who spend their free time with their family (55%), and students with above-average family incomes (52%). Interestingly, the more technology devices a student owns, the less likely he or she is to say that media have a negative effect.

Students also express little confidence in the media as an institution. Barely one-quarter of students say that they have a great deal or quite a bit of confidence in the media. Two in five (41%) students say that they have just some confidence. Comparing this level of confidence with that expressed in official government institutions illustrates what little faith students have in the media.

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Clearly, students are conflicted between their use of media technologies and their belief in its effects. They own televisions, computers, video game systems, and DVD players in extremely high proportions. They use their televisions and computers to gain the information that they say they need about the world. But they also express disillusionment with the effects of those media and skepticism about the information they get. While students show no signs of abandoning technology or media, it is up to the media to earn their trust as they move forward into adulthood.

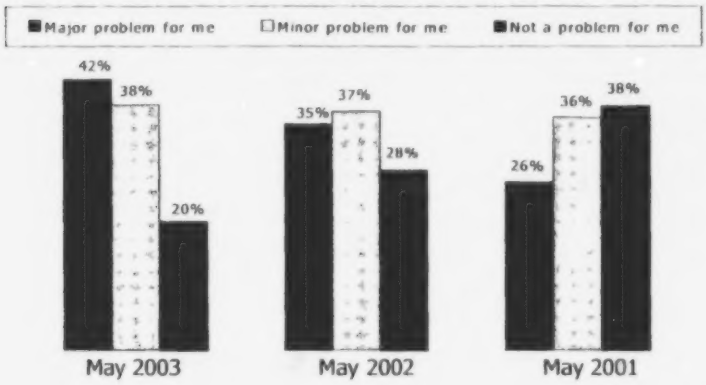
Social Pressures Are Still Strong

High school is traditionally a trying time for teens. As they seek to discover themselves and grow into adults, they find themselves confronted by a wide range of pressures. No less this year than last, students report feeling pressure at their school, from both their parents and their friends. Compounding these pressures, or perhaps causing them, when students look around their school they see some of their peers engaging in sex, doing drugs, and cheating on tests. Many students, however, are responding positively to these pressures; at a minimum, they recognize the pressures as problems.

Again this year, students report feeling the most pressure about their grades, and again this year, the proportion of students who say this pressure creates a problem for them is rising. In 2001, 26% of students said that pressure to get good grades was a major problem for them. That number rose to 35% in 2002, and in 2003 it rose again to 42% of students. An additional 38% of students this year say that pressure to get good grades constitutes a minor problem for them, meaning that fully eight in ten students feel that pressure to get good grades is a problem.

Pressure Over Grades Is Rising

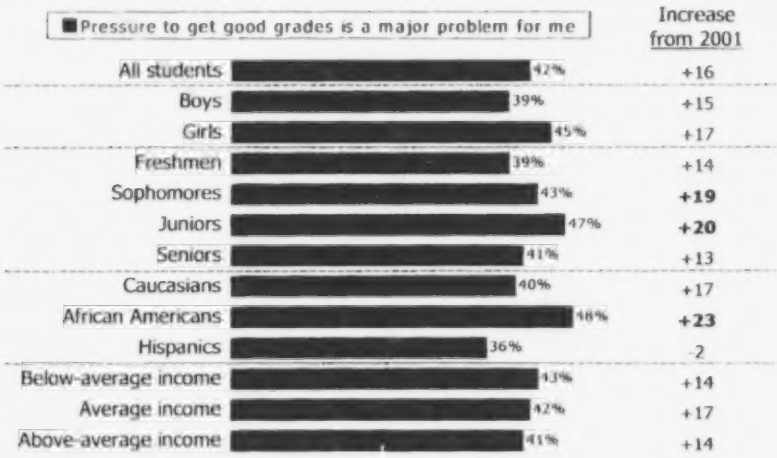
Is the pressure to get good grades a major problem for you, a minor problem for you, or not a problem for you?



In 2003, the pressure to get good marks on report cards is felt evenly across high school grades, but girls are more likely than boys to say that pressure to get good grades creates a major problem for them (45% versus 39%). Although the pressure felt to get good grades has risen across the board since 2001, the largest increases are among African-American students, sophomores, and juniors. The increase in pressure felt about grades is relatively consistent, however, between genders and within different income levels.

Pressure Over Grades Is Rising

(Increase most acute among African Americans, sophomores, juniors)



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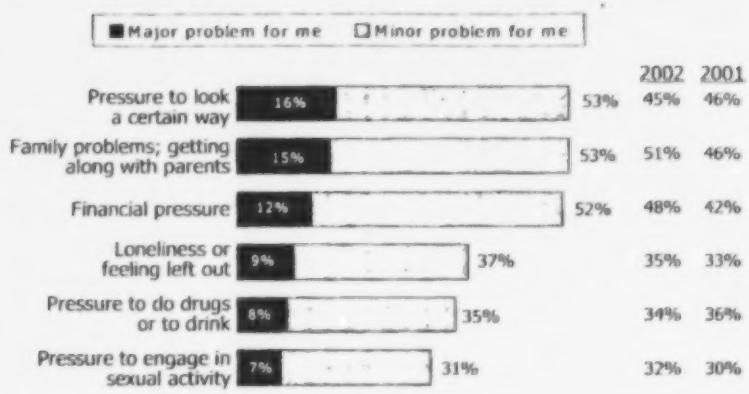
Although students say that they are living up to this pressure, based on the grades they are reporting, it is important that parents and teachers recognize the breadth of the problem that the pressure creates.

Students also are increasingly feeling financial pressures, if not at the same pace as pressure over grades. In 2001, 15% of high school students said that financial pressures create a major problem for them and an additional 27% said they create a minor problem. This year, only 12% of students report a major problem with financial pressures, but 40% say that financial pressures are a minor problem, for a total increase of 10 points in the proportion of students who say that finances cause problems for them. Students who report their family income as below average feel this pressure the most acutely (21% below average vs. 12% average and 9% above average).

Additionally, many students say that they feel pressure about their looks and their social activities. Sixteen percent of students say that the pressure to look a certain way creates a major problem for them, and 37% say that it creates a minor problem. Girls (20%) again are more likely than are boys (12%) to feel that this pressure is a major problem. Somewhat fewer students (9%) say that loneliness or feeling left out creates a major problem for them, and 28% say it's a minor problem.

Sex and drugs also continue to present challenges for today's youth. Eight percent of students say that the pressure to do drugs or drink creates a major problem for them, and 27% say that it creates a minor problem. Similarly, 7% of students say that pressure to engage in sexual activity creates a major problem, and 24% feel that it creates a minor problem.

Other Pressures Also Remain Challenges



It is important to note that for nearly all the pressures measured by the survey, students who say that they do not get along well with their parents are more likely to say that these pressures create problems for them. They are more likely than are students who get along well with their parents to say that pressure to get good grades (14-point difference), look a certain way (6 points), financial pressures (6 points), and loneliness (7 points) are a major problem for them. Not surprisingly, they are 26 points more likely to say that not getting along with their parents creates a major problem.

This finding underscores an emerging trend that academic pressures are more significant problems for students than are either family or social pressures. While 42% of students say that pressure to get good grades is a major problem for them, just 24% say that either family or financial pressures as a major problem. Likewise, just 26% say that a social pressure creates a major problem in their lives. As already detailed, since 2001 the proportion of students who have a major problem with academic pressure has increased by 16 points. In the same period, the proportion of students who have a major problem with family or financial pressures has actually decreased significantly, from 34% in 2001 to 24% in 2003. The proportion of students experiencing a major problem with a social pressure has held steady over the past three years, with 29% having at least one major social problem in 2001, and 26% in 2003.

Academic Pressures Are Paramount For Students

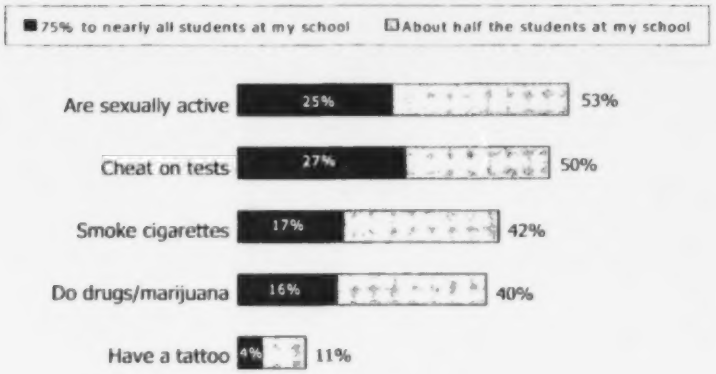
Proportion of students saying each is a major problem for them

	2003	2001
Academic pressures	42%	26%
Social pressures	26%	29%
Family/financial problems	24%	34%

When the various problems are combined to create an overall pressure measurement, two significant trends emerge. First, girls appear to feel more pressure in high school than do boys. Nearly half (48%) of girls can be classified as "under pressure," compared with just 39% of boys who can be described that way. Second, pressure seems to mount as students move through the high school grades. Two in five (39%) freshmen are under pressure, as are 46% of sophomores, 42% of juniors, and 50% of seniors.

This year, the *State of Our Nation's Youth* survey asks students to estimate the percentages of their peers who are engaging in behaviors such as having sex, doing drugs, and cheating on tests. Students report that significant numbers of their peers are doing drugs and having sex. Two in five (40%) high school students say that at least half the people they know at their school do drugs such as marijuana and 42% say that at least half smoke cigarettes. An even higher proportion (53%) says that at least half the peers they know are sexually active. A majority (50%) also say that at least half of the students they know cheat on tests.

Some Students Succumbing To Pressure



Students who get grades of Cs and below or who are not involved with their school are far more likely to say that their peers are sexually active, smoke cigarettes, and do drugs. One-third of students who say that they receive grades of Cs or below (32%) and one-third of students who are not involved with their school say that more than half the students they know are sexually active (compared with 25% overall). Twenty-two percent of students who say that they receive grades of Cs or below and one-quarter of students who are not involved with their school (26%) say that more than half the students they know smoke cigarettes (compared to 17% overall). Likewise, 19% of students who say they receive grades of Cs or below and 23% of students who are not involved with their school say that at least half the students they know do drugs such as marijuana (compared with 16% overall).

Differences in the proportions of students who say that more than half the students they know are engaging in sexual activity are insignificant between the genders and reported income, but are apparent by race. African-American students are far more likely to state that the students they know are sexually active (40% say that more than half are sexually active).

Obviously, a lot is going on in students' lives and they still face considerable pressures. But it is becoming clear that academic pressure is the most significant one faced by students. Although some teens clearly are succumbing to pressures, some recognize these pressures as problems. Students feel significant pressure to get good grades, but report receiving better grades than ever this year on their report cards.

FAMILIES REMAIN AT THE FOREFRONT OF STUDENTS' LIVES

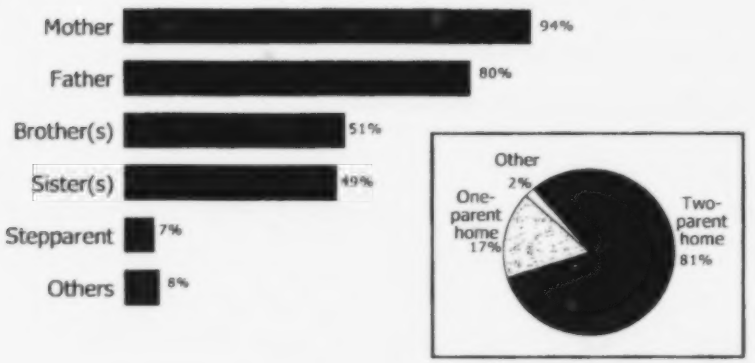
Students' families continue to provide strong support networks that help them battle the pressures they face. Fully nine in ten (91%) students say that they have at least one family member whom they can confide in and talk to about things. Friends also seem to have a positive influence on students' lives.

Today's high school students live in increasingly diverse family settings. Many homes include extended family and span several generations. Nearly all students report living with their mother (94%), and slightly fewer report living with their father (80%). Stepparents also are a presence in students' lives, with 7% of students reportedly living with either a stepmother or a stepfather. About half of students report living with a brother (51%) and a sister (49%), and 3% report living with stepsiblings.

Eighty-one percent of students live with two parents, whether they are biological parents or stepparents. Seventeen percent of high school students live in a single-parent home, and 2% live in a home headed by someone other than a parent. In some cases, this means that they live with a grandparent, and for others it means that they are cared for by an older sibling or extended family. African Americans (32%) are the most likely to live in single-family homes, along with students who say that their family incomes are below average (31%). It is worth noting, however, that African-American students are not significantly more likely than are Caucasians to describe their family's income as below average.

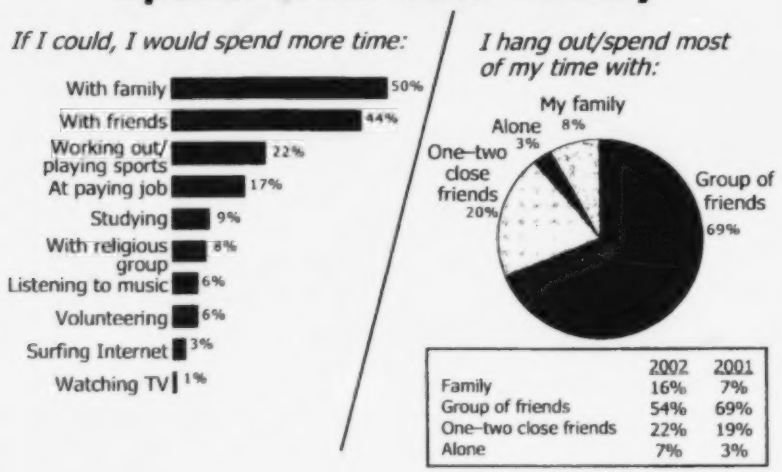
Students Live In Diverse Homes

What family members live with you?



When asked to think about their life and how they spend their time, then pick one or two areas in which they would like to spend more time, 50% of students say that they would most want to spend more time with their family. Forty-four percent of students say that they would prefer to spend more time with their friends. Both of these percentages are significantly higher than are the numbers of students who say that they would choose to work out or play sports (22%) or work at a paying job (17%). Students clearly are most interested in spending time with the people they are close to and care about rather than just on themselves.

Students Choose To Spend Time With Family



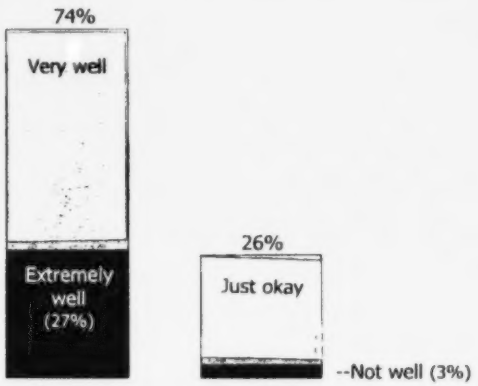
	2002	2001
Family	16%	7%
Group of friends	54%	69%
One–two close friends	22%	19%
Alone	7%	3%

Just 3% of students say that they spend most of their time alone. Seven in ten (69%) say that they spend most of their time with a group of friends, one in five (20%) spend it with one or two close friends, and 8% say that they spend most of their time with their family. While those 8% may be in the minority, it is a remarkably high number considering the fact that according to popular conceptions, students are not supposed to get along with their parents.

In reality, this year's *State of Our Nation's Youth* survey findings offer compelling proof that this stereotype is far from the truth in terms of today's high school students' experiences. Fully three-quarters (74%) of young Americans say that they get along with their parents extremely or very well. Only one-quarter describe their relationship with their parents as "just okay" and only 3% say that they do not get along very well at all.

Students Get Along With Parents

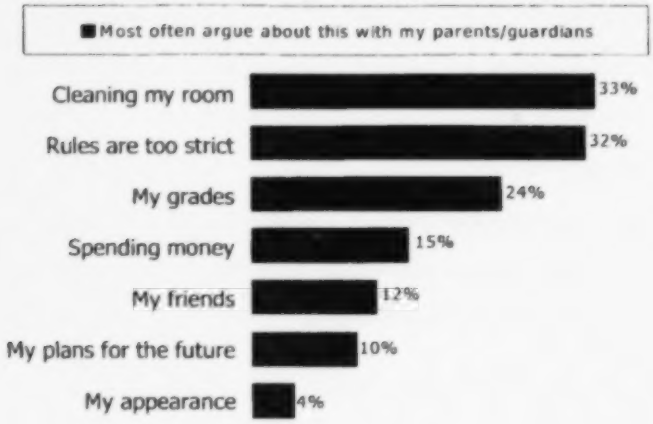
My parents/guardians and I get along:



Perhaps not surprisingly, students who say that they get good grades and are involved with their school are the most likely to say that they get along extremely or very well with their parents. Seventy-seven percent of students who get As and Bs say that they get along at least very well with their parents, compared with 66% of students who get Cs or below. Likewise, 79% students who say they are very involved with their school also say they get along with their parents, compared with 64% of students who say they are not involved.

When parents and teenagers do fight, they draw their battle lines on familiar grounds. Students say that when they fight with their parents, it is typically over cleaning their room (33%), rules that they feel are too strict (32%), and in keeping with the pressure that they feel, their grades (24%) and their spending money (15%). Other areas of potential conflict are students' friends (12%), their plans for the future (10%), and their appearance (4%).

Battle Lines Drawn On Familiar Grounds

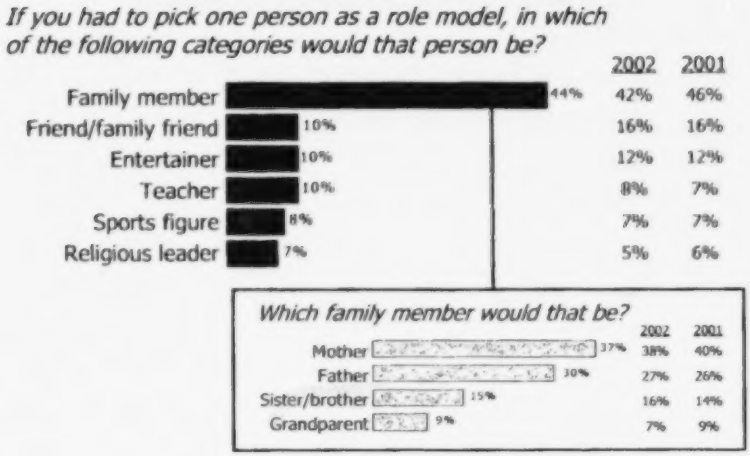


These arguments do not, however, get in the way of positive family relationships, nor do they prevent large numbers of students from choosing a family member as their role model.

When asked to pick just one person whom they consider a role model, 44% of students pick a family member. This is similar to the proportion of students who chose a family member as a role model in 2001 and 2002. Other less common role models for students are friends or family friends (10%), entertainers (10%), teachers (10%), sports figures (8%), and religious leaders (7%).

Among students who choose a family member for their role model, 37% say that their role model is their mother and 30% say their father. Nine percent choose a grandparent as their role model, 8% a brother, and 7% a sister. The remaining students who pick a family member as a role model choose an aunt or an uncle (5%) or a cousin (2%).

Family Members Top List Of Role Models

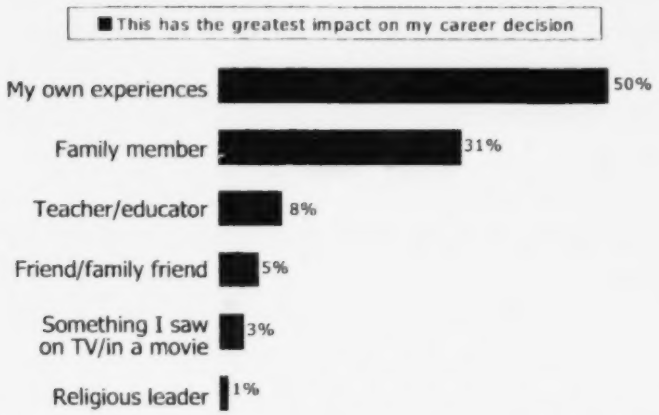

If you had to pick one person as a role model, in which of the following categories would that person be?
2002 2001
Family member 44% 42% 46%
Friend/family friend 10% 16% 16%
Entertainer 10% 12% 12%
Teacher 10% 8% 7%
Sports figure 8% 7% 7%
Religious leader 7% 5% 6%
Which family member would that be?
2002 2001
Mother 37% 38% 40%
Father 30% 27% 26%
Sister/brother 15% 16% 14%
Grandparent 9% 7% 9%

As discussed earlier in this report, students' families clearly make a difference in shaping their high school experience, especially in terms of completing homework and being involved with their school. By choosing family members as role models, students demonstrate that their family's influence extends far beyond just their school activities.

LOOKING AHEAD

Despite the influence students report that their friends and family have on other areas of their lives, when it comes to planning out their futures students say that the greatest influence on their decisions is their own experiences. Fully half (50%) of all high school students say that as they seek to plot a career path their own experiences serve as their guide. About one-third (31%) of students say their families have the greatest influence. Other influences include teachers (8%), friends (5%), and something students saw on television or in a movie (3%).

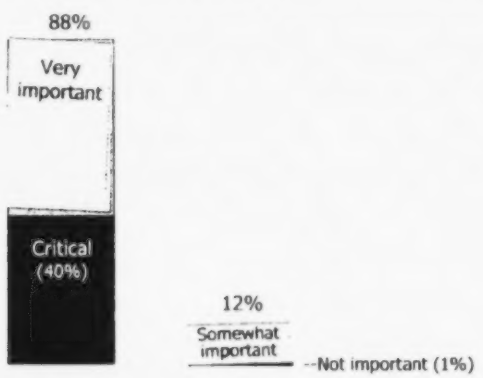
Students' Own Experiences Matter Most In Career Choice



Whatever their role models or other influences tell them, students clearly believe that college plays an important part in being successful later in life. Two in five (40%) students say that attending college is critical to future success, and an additional 48% say that it is very important. Only 12% of students say that college is somewhat or not at all important.

Students Regard College As Important For Their Future

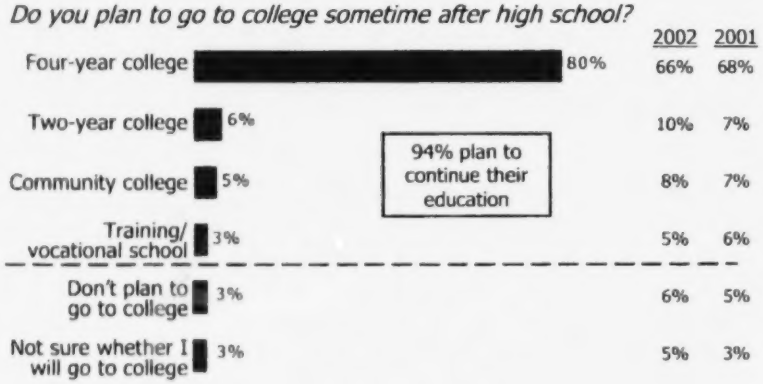
When it comes to being successful later in life, how important is it for people today to graduate from college?



The proportion of students who see higher education in their future reflects their belief in the importance of a college education. Just 3% of teenagers say that they do not plan to continue their education after high school and 3% are not sure. By an extremely large margin, the majority of students say that they plan to attend a four-year college or university after high school, a 14-point increase from last year and 12 points more than in 2001. Far fewer students are making plans to attend alternative types of higher education such as two-year colleges (6%), training or vocational schools (3%), and community colleges (5%). It is too early to say whether this represents a trend away from alternative types of schools and toward four-year colleges, but it certainly marks an area to watch closely in the coming years.

Nearly All See College In Their Future

Fewer Looking To Alternative Schools

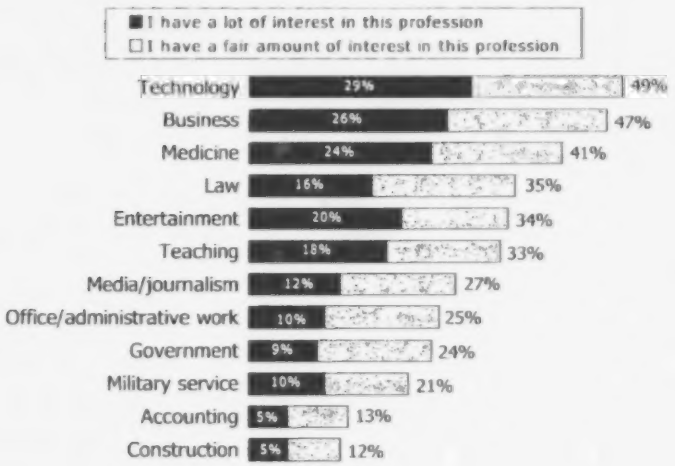


Students intend their high school education to prepare them for a broad range of careers. They express interest in occupations ranging from technology development to construction. Technology garners the most interest from students, with 49% expressing a lot or a fair amount of interest in pursuing a technology-related career. Many students also express interest in business careers (47%) and medicine (41%).

Congruent with their commitment to community service, students show lesser, albeit still significant, interest in public service careers. One-third (33%) of students say that they have a lot or a fair amount of interest in teaching, 24% in government service, and 21% in military service.

Students express about equal interest in careers performing office or administrative work (25%) and in media or journalism (27%). Careers as lawyers (35%) and entertainers (34%) appeal somewhat more to students. Today's youth are least interested in careers in accounting (13%) and construction (12%).

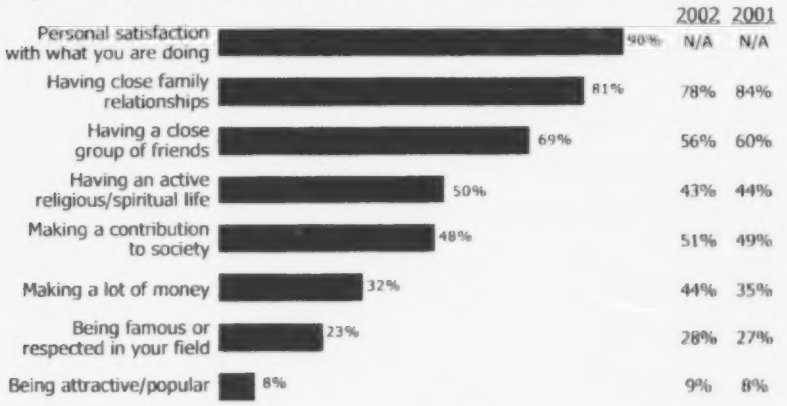
Students Express Interest In Broad Range Of Careers


I have a lot of interest in this profession
I have a fair amount of interest in this profession
Technology 29% 49%
Business 26% 47%
Medicine 24% 41%
Law 16% 35%
Entertainment 20% 34%
Teaching 18% 33%
Media/journalism 12% 27%
Office/administrative work 10% 25%
Government 9% 24%
Military service 10% 21%
Accounting 5% 13%
Construction 5% 12%

Irrespective of their career paths, students are in near-unanimous agreement on their primary benchmarks for success. Above all other types of fulfillment, high school students say that feeling personally satisfied with what they do is very important to their definition of success (90%). Having close relationships with family (81%) and friends (69%) also are very important to students. Half of all students also say that having an active religious or spiritual life (50%) is very important, as is contributing to society (48%). Far lesser considerations are making a lot of money (32%), being famous in their field (23%), and being attractive or popular (8%).

Strong Relationships Still Define Success In Life

(% saying each is very important in their definition of success)



METHODOLOGY

The 2003 *State of Our Nation's Youth* survey was conducted by Peter D. Hart Research Associates, one of the leading survey research firms in the United States. In operation for more than 30 years, the firm has conducted well over 5,000 public opinion surveys, and has administered and analyzed interviews among more than three million individuals in that time. Hart Research also has undertaken more than 4,000 focus group sessions.

Since 1989, Hart Research, in conjunction with Robert Teeter's Coldwater Corporation, has conducted the public opinion surveys for NBC News and *The Wall Street Journal*. This represents the first time any outside firm was retained by a network to conduct surveys that bear the name of the sponsoring organization. These surveys are widely regarded as barometers of American opinion.

Peter D. Hart Research Associates conducted the 2003 *State of Our Nation's Youth* survey from April 29 to May 5, 2003. The survey was conducted by telephone among 1,055 students across the country. The sample for this poll was by selecting 505 geographic points randomly and proportionate to the population of each region and, within each region, by size of place. Individuals were selected in accordance with a probability sample design that gives all telephone numbers an equal chance to be included.

One student from each household was included, selected by a systematic procedure to provide an approximate balance of respondents by sex. Only students age 13 to 19 who identified themselves as ninth through twelfth graders, or freshmen through seniors in high school, were accepted as survey respondents.

The data's statistical margin of sampling error is ±3.1 percentage points among all students at the 95% confidence level, although sample tolerances for subgroups are larger and sampling error is just one form of error or bias that can affect survey results. Minimal weights have been applied to sex and year in school.

The data reported here are the property of the Horatio Alger Association, which must be credited whenever these results are cited.

DATA TABLES

DISTRIBUTION OF STUDENTS BY AGE

	High School Students %
12 years old or younger	-
13 years old	1
14 years old	13
15 years old	27
16 years old	26
17 years old	18
18 years old	14
19 years old	1
20 years old or older	-
Not sure/refused	-

How old are you?

DISTRIBUTION OF STUDENTS BY GRADE

	High School Students %
Ninth grade/freshman in high school	30
Tenth grade/sophomore in high school	26
Eleventh grade/junior in high school	23
Twelfth grade/senior in high school	21
Other (VOL)	-
Not sure	-

What year or grade in school are you currently in? If you've already finished the school year, what grade did you just complete?

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Distribution Of Students By School Type

	High School Students		
	5/03 %	5/02 %	5/01 %
Public school	87	85	87
Private religious school	11	9	7
Private non-religious school	1	2	3
Other type of school	1	2	2
Boarding school	-	1	NA
Taught by parents/home school	-	1	1
Not sure	-	-	-

What type of school do you attend--is it a boarding school, a public school, a private religious school, a private non-religious school, another type of school, or are you taught by your parents?

Hours Per Week Spent Doing Homework

	High School Students		
	5/03 %	5/02 %	5/01 %
1 to 5 hours	52	60	56
6 to 10 hours	33	25	26
11 to 15 hours	9	7	9
16 to 20 hours	2	3	3
More than 20 hours	3	2	3
None (VOL)	NA	NA	2
Not sure	1	3	1

About how many hours a week would you say you spend doing homework?

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Self-reported Grades On Last Report Card

	High School Students		
	5/03 %	5/02 %	5/01 %
Mostly A's	32	22	20
Mostly B's	7	8	8
A mix of A's and B's	35	35	33
Mostly C's	4	6	7
A mix of B's and C's	19	23	26
Most were below C	3	6	6
Not sure/refused	-	-	-

Which of these choices comes the closest to describing the grades you received on your last report card?

Involvement In School Activities

	High School Students		
	5/03 %	5/02 %	5/01 %
Very involved	36	28	29
Somewhat involved	44	44	50
Not that involved	13	15	14
Not involved at all	7	12	7
Not sure	-	1	-

Thinking about the activities you participate in and the time you spend at school, how involved would you say you are in your school--very involved, somewhat involved, not that involved, or not involved at all?

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Students Grade Their Schools

	High School Students		
	5/03 %	5/02 %	5/01 %
A	21	17	20
B	56	51	48
C	19	22	22
D	2	6	6
F	2	3	4
Not sure	-	1	-
Grade Point Average	*2.9*	*2.7*	*2.7*

If you could give your school a grade from A to F, what grade would you give it?

Students Grade Aspects Of Their Schools

	High School Students						
	Grade Point Average	A %	B %	C %	D %	F %	Not Sure %
Sports and recreation	*3.4*	54	31	10	2	1	2
Math and science	*3.3*	43	43	11	2	1	-
Arts and music	*3.1*	39	35	17	3	2	4
History and culture	*3.1*	33	47	16	2	1	1
Computers and technology	*3.0*	33	44	16	3	2	2

Now I'd like you to grade some specific aspects of your school, according to how well you think your school does in that area. For each one I read, please give it a grade from A to F.

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STANDARDIZED TESTS: GOOD OR BAD IDEA?

	High School Students	
	5/03 %	5/02 %
Tests are a good idea	60	65
Tests are a bad idea	30	27
Some of both (VOL)	8	5
Not sure	2	3

President Bush and Congress passed an education-reform bill that requires students to take a standardized test every year in grades three through eight to measure what they learned in their schools that year. Do you think that these standardized tests are a good idea to measure students' progress or a bad idea to measure student progress? *

(Asked of one-half the respondents)*

ATTITUDE TOWARD REQUIRED COMMUNITY SERVICE HOURS BEFORE GRADUATING

	High School Students	
	5/03 %	5/02 %
Statement A/good idea to require service	54	47
Statement B/bad idea to require service	45	50
Some of both (VOL)	NA	3
Not sure	1	-

Many high schools in the country now require their students to do a certain number of community service hours before they graduate. Which of these two statements comes closer to your view about required community service?

Statement A: It is a good idea to require students to perform community service, because it guarantees that all students have experience volunteering before they graduate and the community benefits.

Statement B: It is a bad idea to require students to perform community service, because schools should focus on academics and students should be able to choose whether they want to volunteer or not. *

(Asked of one-half the respondents)*

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COMMUNITY SERVICE VOLUNTEERING

	High School Students %
Yes--a few times a week	15
Yes--about once a week	12
Yes--a few times a month	21
Yes--about once a month	13
Yes--less frequently than once a month	9
No, do not do community service/volunteer	30
Not sure	-

Do you do community service or volunteer? (IF "YES," ASK:) How often do you do community service or vulunteer--a few times a week, about once a week, a few times a month, about once a month, or less frequently than once a month?

REASONS FOR VOLUNTEERING
(among those who say that they volunteer)

	High School Students %
It makes me feel like I am helping others	46
It gives me good skills for my future	26
It makes me feel proud	22
It gives me a sense of fulfillment	19
I feel obliged, and it is something that I feel that I should do	14
I only do it because it is a school requirement	6
It is something my friends do	3
It is boring and a waste of time	-
None (VOL)	-
Not sure	1

Which one or two of the following best describes your feelings about the community service or volunteering that you do?

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Importance Of Having A College Degree

	High School Students		
	5/03 %	5/02 %	5/01 %
Critical	40	30	35
Very important	48	53	49
Somewhat important	11	15	14
Not at all important	1	2	2
Not sure	-	-	-

When it comes to being successful later in life, how important do you think it is for people today to graduate from college--is it critical, very important, somewhat important, or not at all important?

Is Homework A Priority?

	High School Students		
	5/03 %	5/02 %	5/01 %
Statement A/homework is a priority	46	45	44
Statement B/never have the time for homework	53	48	49
Some of both (VOL)	NA	6	6
Not sure	1	1	1

Here are two statements about homework. Please tell me which one comes closer to your opinion.

Statement A: Doing homework is a priority for me. I complete it before participating in other activities.

Statement B: I know I should do more homework, but I never seem to have the time.

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Concern And Availability Of Teachers, Administrators, And Family

	High School Students		
	Applies To Me %	Does Not Apply %	Not Sure %
There is at least one family member who I can confide in and talk to about things			
May 2003	91	9	-
May 2002	90	10	-
May 2001	90	10	-
There is at least one teacher or administrator who personally cares about my success			
May 2003	91	8	1
May 2002	89	10	1
May 2001	89	10	1
There is at least one teacher or administrator who I can talk to about my school problems			
May 2003	90	10	-
May 2001	88	12	-
It is important to most of my teachers and administrators that I do my best in school			
May 2003	89	10	1
May 2002	87	12	1
May 2001	87	11	2
There is at least one teacher or administrator who I can talk to about my personal problems			
May 2003	70	30	-
May 2002	74	26	-
May 2001	71	28	1

I'm going to read you some statements, and for each one, please tell me whether it applies to you or does not apply to you.

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Outlook For The Future Of The Country

	High School Students	
	5/03 %	5/02 %
Hopeful and optimistic	75	73
Worried and pessimistic	21	23
Not sure	4	4

When you think about the future of the country, would you say that you are mainly hopeful and optimistic, or mainly worried and pessimistic?

Interest In Learning More About World Events And Other Cultures

	High School Students	
	5/03 %	5/02 %
Already know enough	12	16
Would like to learn more	76	66
Doesn't really matter	11	17
Not sure	1	1

Thinking about world events and the cultures of people who live outside the United States, do you already know enough about them, would you like to learn more about them, or doesn't it really matter to you whether you know about world events or other cultures?

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Importance Of Selected Sources of Information About World Events And Other Cultures

	High School Students	
	Most Important %	2nd Most Important %
Television news channels or television news shows	36	27
The Internet	27	21
Newspapers	15	19
Other people, like your parents, friends, or teachers	14	23
Entertainment shows like late night talk shows, or MTV News	8	9
Other (VOL)	-	1
None (VOL)	-	-
Not sure	-	-

Here is a list of sources that some people use to find out information about news and current events. Please tell me which one is the MOST important source of information about news and current events for you. And which is the SECOND most important source for you?

Have Gotten News Or Information From A Foreign News Source

	High School Students %
Yes	28
No	72
Not sure	-

Have you ever gotten information about news or current events from a source based outside the United States, such as foreign newspaper or television station?

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Media's Effect On Morals And Values Of Young People Today

	High School Students		
	5/03 %	5/02 %	5/01 %
Negative effect	49	42	46
Positive effect	12	18	11
No effect	34	31	36
Not sure	5	9	7

When it comes to morals and values of young people today, would you say that the media[1] today, such as music, movies, television, and video games, have a negative effect, a positive effect, or no effect? *

([1] Described as "entertainment media" in 2001 and 2002)

(Asked of one-half the respondents)*

Support For War In Iraq

	High School Students %
Support	58
Oppose	18
No opinion	22
Not sure	2

Do you support, oppose, or have no opinion about the war in Iraq?

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America's Standing In The World As A Result Of Actions In Iraq

	High School Students %
Increased	37
Decreased	26
Stayed the same	32
Not sure	5

As a result of our actions in Iraq, do you think that America's standing in the world has increased, decreased, or stayed the same?

Young Americans Required To Serve In The Military

	High School Students	
	5/03 %	5/02 %
Yes, young Americans will be required to serve	45	57
No, young Americans will NOT be required to serve	48	36
Depends (VOL)	4	3
Not sure	3	4

During your lifetime, do you think that there will be a time when young Americans will be required to serve in the military to defend the country, or not?

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Confidence In American Institutions

	High School Students					
	A Great Deal %	Quite A Bit %	Some %	Very Little %	None At All %	Not Sure %
The military	57	23	14	4	2	-
The federal government	25	27	32	11	3	2
Congress	23	24	35	12	3	3
The media	10	16	41	25	7	1

I'm going to read you a list of institutions in American society, and I'd like you to tell me how much confidence you have in each one--a great deal, quite a bit, some, very little, or none at all.

How Would You Prefer To Spend Your Free Time?

	High School Students %
Spending time with your family	50
Spending time with your friends	44
Working out or playing sports	22
Working at a paying job	17
Studying for school	9
Spending time with a religious group	8
Listening to music	6
Volunteering in your community	6
Surfing the Internet	3
Watching television	1
Other (VOL)	2
Not sure	-

Thinking about your life and how you spend your time, suppose that you could spend more time on any one or two of those activities. Which one or two would you choose?

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Technology In Students' Homes

	High School Students				
	Yes, Have Item				
	Have For Myself %	Share With Family %	Have For Myself/Share Another With Family (VOL.) %	Do Not Have Item %	Not Sure %
Television	43	42	15	-	-
Cell phone	40	25	5	30	-
Video game system	35	40	4	21	-
Computer	24	65	8	3	-
DVD player	23	55	6	16	-
MP3 player	17	11	1	71	-

For each of the following items, please tell me whether you have that device in your home, or not. (IF "YES," ASK:) And do you have that item for yourself, or do you share it with other members of your family?

Family Members In The Home

	High School Students		
	5/03 %	5/02 %	5/01 %
Mother	94	85	88
Father	80	60	63
Brother(s)	51	44	45
Sister(s)	49	40	42
Stepparent(s)	7	10	10
Cousins	4	NA	NA
Grandparent(s)	3	8	8
Stepsibling(s)	2	2	2
Other	-	8	5
Not sure/refused	-	1	-

Would you please tell me what family members live with you?

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Students' Social Lives

	High School Students		
	5/03 %	5/02 %	5/01 %
I have a group of friends I hang out with	69	54	69
I hang out with only one or two close friends	20	22	19
I spend most of my time with my family	3	16	7
I spend most of my time alone	8	7	3
Other (VOL)	NA	NA	2
Not sure	-	1	-

Which of the following statements best describes you?

Students' Choices Of Role Models

	High School Students		
	5/03 %	5/02 %	5/01 %
Family member	44	42	46
Friend/family friend	10	16	16
Entertainment/artist or writer	10	12	12
Teacher/educator	10	8	7
Sports	8	7	7
Religious leader	7	5	6
Business leader	3	3	3
National political leader	3	NA	NA
International political leader	2	NA	NA
Local political or community leader	1	NA	NA
Political leader	NA	4	2
Other (VOL)	-	1	-
Not sure	2	2	1

Please think about one particular person whom you would consider a role model. If you had to pick one person as a role model, which of the following categories would your role model be in?

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Family Members Chosen As Role Models
(among those who choose a family member as a role model)

	High School Students		
	5/03 %	5/02 %	5/01 %
Mother	37	38	40
Father	30	27	26
Grandparent	9	7	9
Brother	8	11	7
Sister	7	5	7
Aunt/uncle	5	6	6
Cousin	2	3	3
Stepfather	1	NA	NA
Other (VOL)	-	1	1
Not sure	1	2	1

What family member do you consider a role model?

How Many Students At Your School Do The Following Things?

	High School Students					
	Just A Few %	About 25% %	About Half %	About 75% %	Nearly All %	Not Sure %
Have a tattoo	54	26	7	2	2	9
Do drugs such as marijuana	26	27	24	11	5	7
Smoke cigarettes	25	28	25	12	5	5
Cheat on tests	22	22	23	16	11	6
Are sexually active	15	23	28	15	10	9

I'd like to ask you about the students you know at your school. From what you know, how many of the students that you know at your school (READ ITEM)—just a few students at your school, about 25% of them, about half, about 75% of them, or nearly all the students at your school?

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High School Students And Pressure

	High School Students			
	Major Problem %	Minor Problem %	Not A Problem %	Not Sure %
Pressure to get good grades[1]				-
May 2003	42	38	20	-
May 2002	35	37	28	-
May 2001	26	36	38	-
Family problems, or not getting along with your parents				
May 2003	15	38	47	-
May 2002	17	34	49	-
May 2001	14	32	54	-
Financial pressure				
May 2003	12	40	47	1
May 2002	17	31	52	-
May 2001	15	27	57	1
Pressure to look a certain way [1]				
May 2003	16	37	47	-
May 2002	13	32	55	-
May 2001	16	30	53	1
Pressure to do drugs or to drink				
May 2003	8	27	65	-
May 2002	12	22	66	-
May 2001	12	24	64	-

(continued)

The following are problems that some high school students face. For each one I read, please tell me whether it is a major problem for you, a minor problem for you, or not a problem for you.

([1] In May 2001, this item was phrased "Too much pressure...")

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High School Students And Pressure (continued)

	High School Students			
	Major Problem %	Minor Problem %	Not A Problem %	Not Sure %
Pressure to engage in sexual activity before you are ready				
May 2003	7	24	69	-
May 2002	9	23	68	-
May 2001	10	20	69	1
Loneliness or feeling left out				
May 2003	9	28	63	-
May 2002	8	27	64	1
May 2001	9	24	67	-

The following are problems that some high school students face. For each one I read, please tell me whether it is a major problem for you, a minor problem for you, or not a problem for you.

Relationship With Parents Or Guardians

	High School Students %
A/We get along extremely well	27
B/We get along very well	47
C/We get along just okay	23
D/We do not get along very well at all	3
Depends (VOL)	-
Not sure	-

Which of the following statements best describes your relationship with your parents or your guardians? You can just tell me the letter that matches the statement you choose.

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Sources Of Disagreement With Parents

	High School Students %
Cleaning your room	33
Rules set by your parents or guardians that you think are too strict	32
Your grades	24
Spending money	15
Your friends	12
Your plans for the future	10
Your appearance	4
Other (VOL)	2
None (VOL)	3
Not sure	-

Which one or two of the following things do you argue about most often with your parents or guardians, when you have arguments? *

(Asked of one-half the respondents)*

Plans For College

	High School Students		
	5/03 %	5/02 %	5/01 %
Yes, plan to go to a four-year college or university	80	66	68
Yes, plan to go to a two-year college or university	6	10	7
Yes, plan to go to a training or vocational school	3	5	6
Yes, plan to go to a community college	5	8	7
Yes, not sure what kind of college (VOL)	NA	NA	4
No, do not plan to go to college	3	6	5
Not sure	3	5	3

Do you plan to go to college sometime after you graduate from high school? (IF "YES," ASK:) Which of the following best describes the kind of college you plan to go to--a four-year college or university, a two-year college or university, a training or vocational school, or a community college?

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DEFINITIONS OF SUCCESS

	High School Students			
	Very Important %	Somewhat Important %	Not At All Important %	Not Sure %
Feeling personally satisfied with what you are doing				
May 2003	90	9	1	-
Having close family relationships				
May 2003	81	16	3	-
May 2002 *	78	18	4	-
May 2001	84	13	3	-
Having a close group of friends				
May 2003	69	27	4	-
May 2002 *	56	34	10	-
May 2001	60	30	10	-
Having an active religious or spiritual life				
May 2003	50	33	17	-
May 2002 *	43	33	24	-
May 2001	44	35	20	1
Making a contribution to society				
May 2003	48	46	6	-
May 2002 *	51	42	7	-
May 2001	49	44	7	-

(continued)

People today define success in lots of ways. For each of the following, please tell me how important the item is in your personal definition of success in life--very important, somewhat important, or not important at all.*

(Asked of one-half the respondents)*

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DEFINITIONS OF SUCCESS (CONTINUED)

	High School Students			
	Very Important %	Somewhat Important %	Not At All Important %	Not Sure %
Making a lot of money at your job				
May 2003	32	58	10	-
May 2002 *	44	43	13	-
May 2001	35	49	16	-
Being famous or respected in your field				
May 2003	23	49	28	-
May 2002 *	28	45	27	-
May 2001	27	44	29	-
Being attractive and popular				
May 2003	8	44	48	-
May 2002 *	9	40	51	-
May 2001	8	39	53	-

People today define success in lots of ways. For each of the following, please tell me how important the item is in your personal definition of success in life--very important, somewhat important, or not important at all. *

(Asked of one-half the respondents)*

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Interest In Possible Careers

	High School Students				
	A Lot of Interest %	A Fair Amount Of Interest %	Just A Little Interest %	No Interest At All %	Not Sure %
Technology	29	20	25	26	-
Business*	26	21	27	26	-
Medicine*	24	17	27	32	-
Entertainment*	20	14	31	35	-
Teaching*	18	15	25	42	-
Law*	16	19	26	39	-
Media or journalism	12	15	29	44	-
Office or administrative work*	10	15	32	43	-
Military service	10	11	24	55	-
Government or public service	9	15	28	48	-
Accounting*	5	8	23	64	-
Construction*	5	7	19	69	-

Now I'm going to mention a few professional fields that you may decide to pursue as a career. For each one, please tell me how much interest you have in that field as a career—lot of interest, a fair amount of interest, just a little interest, or no interest at all? *

(Asked of one-half the respondents)*

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Greatest Influence On Choosing A Career

	High School Students %
Your own experiences	50
Family member	31
Teacher/educator	8
Friend/family friend	5
Something you saw on television or in a movie	3
Religious leader	1
Local political or community leader	-
Other (VOL)	1
Not sure	1

When you think about choosing a career, who or what has the greatest impact on your decision?

Parents' College Attendance

	High School Students %
Yes, mother/stepmother attended college	19
Yes, father/stepfather attended college	12
Yes, both/all attended college	47
No, none attended college	21
Not sure	1

Has either of your parents or stepparents gone to college?

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Type Of Area

	High School Students %
City	27
Suburb	33
Small town	26
Rural area	13
Not sure	1

What is the best way to describe the area in which you live --a city, a suburb, a small town, or a rural area?

Perceptions Of Family's Income

	High School Students %
Far below average	1
Slightly below average	15
Just about average	38
Slightly above average	39
Far above average	4
Not sure	3

Compared with other American families, would you say that your family's income is far below average, slightly below average, just about average, slightly above average, or far above average?

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Ethnic Background

	High School Students %
Hispanic	12
White	70
Black	11
Asian	3
Other	3
Not sure	1

And finally, are you from a Hispanic or Spanish-speaking background? **(IF "NO," ASK:)** What is your race--white, black, Asian, or something else?

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Mission
OF THE
HORATIO ALGER
ASSOCIATION

To induct as lifetime Members of the Association contemporary role models whose experiences exemplify that opportunities for a successful life are available to all individuals who are dedicated to the principles of integrity, hard work, perseverance, and compassion for others.

To provide scholarship assistance to deserving young people who have demonstrated integrity and determination in overcoming adversity in their lives and who have shown the academic potential and personal aspiration to make a unique contribution to society.

To mentor Association scholarship recipients and educate youth about the limitless possibilities that are available through the American free enterprise system, while underscoring the importance of service to others.

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HORATIO ALGER ASSOCIATION

THE HORATIO ALGER ASSOCIATION OF DISTINGUISHED AMERICANS, a non-profit organization, was founded in 1947 to combat a growing attitude among young people that economic opportunity was a thing of the past. The Association strives to motivate and educate our nation's young people about the economic and personal opportunities afforded them by the promise of the American free enterprise system.

The Association celebrates the "Horatio Alger heroes" of today and those of tomorrow by presenting the Horatio Alger Award annually and granting more than $4,000,000 in college scholarships each year.

MEMBERSHIP

Consisting of more than 500 Horatio Alger Award recipients, the membership represents all walks of American life. Members have made outstanding contributions in the fields of science, medicine, business, entertainment, athletics, law and jurisprudence, religion, education, and the arts.

The Horatio Alger Award: This honor is presented each year to Americans who have triumphed over adversity to achieve success in their respective fields. Members have made significant contributions to improving their communities and the nation and they serve as role models and mentors for young people.

EDUCATIONAL ACTIVITIES

The Horatio Alger Association focuses on recognizing outstanding Americans who serve as role models helping to motivate and educate America's youth. For this purpose, the Association sponsors the following programs:

Horatio Alger National Scholarships and National Finalist Awards: Each year more the 100 students receive Horatio Alger National Scholarships valued at $10,000 each. During the review process, 200 students are selected as Horatio Alger National Finalists and receive $1,000 scholarships in support of their collegiate studies. Recipients have exhibited integrity and perseverance in overcoming personal adversity and academic promise. National Scholars attend the annual National Scholars Conference held in Washington, D.C.

Horatio Alger State Scholarship Programs: The Association has additional scholarship programs in individual states to provide academic support to high school seniors who will be attending college. Award amounts are between $2,500 and $7,500. The Association has scholarship programs in California, Delaware, Florida, Iowa, Louisiana, Minnesota, Missouri, Nebraska, and Pennsylvania. Scholarship recipients have demonstrated strength of character in the face of adversity, academic potential, community involvement, and a desire for a college education.

State of Our Nation's Youth: An annual survey of America's students questions young people ages 13–19 about the people, institutions, and issues that are shaping their lives. Results are compiled in a report bearing the same name, which serves as a resource for educators and people interested in gaining a better understanding of today's young people.

Horatio Alger National Scholars Conference: All Horatio Alger National Scholarship recipients attend, as guests of the Association, an educational conference to meet with Association Members, to increase their understanding of the American free enterprise system, and to gain deeper insight into the operations of the federal government.

Horatio Alger Collegiate Partners: A premier network of colleges and universities from across the country works in partnership with the Association to provide special scholarship and financial aid opportunities for Horatio Alger Scholars to attend their schools.

Horatio Alger Internship and Placement Service: An opportunity to gain practical work experience while attending college, with the possibility of permanent placement following graduation, is provided to students selected as Horatio Alger National Scholars.

Horatio Alger Alumni Association: The Alumni Association enables Horatio Alger scholarship recipients who have completed their studies to maintain contact with each other and the Association through a variety of planned activities including Alumni conferences, newsletters, and mentoring programs.

Public Awareness

The Association carries the Horatio Alger message to millions of American families to increase public awareness of its educational services and mission.

Television Broadcast of *Only in America*: Since 1993, the annual Horatio Alger Awards program has reached millions of American households through national broadcasts on CBS, NBC, PBS, and through syndication on network affiliate and cable channels.

Television Series *Against the Odds*: A series of 30-minute programs that feature the inspiring real-life stories of Association Members are broadcast on PBS and syndicated on network affiliate and cable channels. *Against the Odds: The Next Generation* focuses on the courageous experiences of National Scholarship recipients.

Public Service Announcements (PSAs): The Association has produced a series of public services announcements promoting the importance of role models and encouraging adults to listen to young people. The PSAs are often aired along with Association television programs.

Website: The website features biographical information about Association Members and Horatio Alger National Scholars as well as descriptions of the educational programs and activities of the Horatio Alger Association. Also, students are able to apply for the Association's various scholarships online. (http://www.horatioalger.com).

Publications

Only in America Opportunity Still Knocks announces the Horatio Alger Award recipients and National Scholarship recipients annually.

Quotations: Success Secrets of Power Thinkers is a collection of inspirational quotations and biographical information from the Members of the Horatio Alger Association.

The Forum, the Association's semiannual magazine, provides current information about Members, Association activities, and educational issues.

Strive and Succeed, the Association's student newsletter, provides current information about the National Scholars, Association activities, and educational programs.

An Investment in America's Future: Biennial Report 2001-2001 details the Association's recent accomplishments and presents plans for future achievements.

Educational Mission provides a comprehensive overview of the Association's educational activities.

Charting the Course is the title of a brochure and video containing the case statement for the Association's capital campaign.

Collegiate Partners Guide: A Partnership for Success describes the Collegiate Partners Program and provides students with information about college selection and financial aid.

The National Scholars Survey is a biennial study of responses to questions from both current National Scholars and those from past years who have completed their undergraduate studies.

Only in America: A Legacy of Achievement and An Investment in America's Future provide options for supporting the educational programs and activities of the Association and contributing to the organization's endowment fund.

Portrait of Contrast provides a comparative study of responses to The State of Our Nation's Youth survey between National Scholarship recipients and other young people across the nation.

The ***State of Our Nation's Youth Report*** conveys the results of the Association's annual national survey on the attitudes and beliefs of teenagers. This report is made available to the public in conjunction with an annual press conference.

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HORATIO ALGER ASSOCIATION

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